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ABSTRACT

This report describes and evaluates the community school program in the Mt. Diablo Unified School District (MDUSD) during the period of September, 1978 through December, 1979. In addition to documenting two community schools funded by a federal grant, the report also describes three other community school programs in MDUSD funded by adult education. Several methods of evaluation used to document the full impact of the community schools included: (1) a monthly report which contained major activities, agency contacts, achievements, strategies, and problems of each school; (2) five separate questionnaires (provided in an appendix) which were completed by the principals of the elementary schools, the community school coordinator, the agencies involved in the program, the elementary and community school staff and the community school residents; and (3) non-questionnaire information, e.g. changes in vandalism were compared for all community schools. Ratings of the overall value of the five schools indicated that all groups were very satisfied with the program. The extent to which the two federally funded programs achieved their objectives was discussed, as were recommendations to strengthen support for the program. (RL)

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EVALUATION OF THE COMMUNITY SCHOOL PROGRAM IN THE MT. DIABLO UNIFIED SCHOOL DISTRICT

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Office of Research and Development

April, 1980

TM 810 119

EVALUATION OF THE COMMUNITY SCHOOL PROGRAM
IN THE MT. DIABLO UNIFIED SCHOOL DISTRICT

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EVALUATION OF THE COMMUNITY SCHOOL PROGRAM IN THE MT. DIABLO UNIFIED SCHOOL DISTICT

SUMMARY

- This report covers the period of September, 1978, to December, 1979, as required by federal funding.

- Included are the two federally funded community schools: Hillcrest and Meadow Homes, as well as the three others: Cambridge, Clayton (at Mt. Diablo Elementary), and Pacheco.

- Major overall achievements were:
  - Improved cooperation with community organizations, particularly with the City of Concord.
  - Adoption of Community School Guidelines by the Board of Education, placing the program under Adult Education.
  - Approval of position of Community School Aide.
  - Movement towards self sufficiency through Adult Education funds, special grants, and user fees.
  - Development of summer recreation program including free lunch service.
  - Establishment of community education courses serving adults and children at all 5 sites.
  - Development of child care programs at 3 sites.
  - Modification of each program to meet the needs of its community.

- Ratings of overall value of community schools:
  - Completed by community residents, staff, agency representatives, community school coordinators and principals (101 total respondents).
  - On 1-5 scale in which 1 meant "no value" and 5 meant "high value," the overall average rating was 4.70. 47% of all respondents rated community schools a "5."

- Program recommendations are:
  - Continue to strengthen funding for program
  - Clarify program goals at each site
  - Continue to maintain evaluation data
  - Consider combining programs in the downtown Concord area
  - Continue to clarify roles and improve coordination with the City of Concord
  - Continue the successful on-site education courses sponsored through Adult Education

EVALUATION OF THE COMMUNITY SCHOOL PROGRAM IN THE MT. DIABLO UNIFIED SCHOOL DISTRICT

I. Introduction

The purposes of this report are to (1) describe and (2) evaluate the community school program in the Mt. Diablo Unified School District during the period of September, 1978, through December, 1979. This serves as the final evaluation of a project funded by the Community Education Program, "Development of Community Schools in a Multi-City Government and Service Agency Region." In addition to documenting the two community schools funded by the federal grant, Hillcrest and Meadow Homes, this report also describes the three other community school programs in the Mt. Diablo District funded by Adult Education: Cambridge, Clayton (at Mt. Diablo Elementary), and Pacheco.

Background

A brief history will help in understanding the status of community schools prior to September, 1978.

The first formal interest in a community school was expressed in 1972 when representatives of several agencies met to discuss developing such a program to serve residents in the Cambridge Elementary School attendance area. After much planning and unsuccessful requests for funding, the Mt. Diablo Board of Education approved $19,000 in August, 1976, to establish a community school at Cambridge. This program was very successful in uniting members from this low income area and in acquiring services and a building valued far in excess of the District's contribution. The Cambridge program was seriously affected in June, 1978, when the passage of Proposition 13 eliminated the source of the school district's funds, which covered the basic operational expenses. Cambridge has continued through Adult Education, CETA, volunteers, and other help in spite of the effects of Proposition 13.

Before Proposition 13, four potential new community school programs had worked to develop an application for federal funding. The application, submitted in January, 1978, provided for the establishment of community school programs at two of the schools, Hillcrest and Meadow Homes. These programs began to spend their federal funds in September, 1978. The other two interested elementary schools, Pacheco and Mt. Diablo Elementary, also developed programs but chose not to be included for the application for federal funds. Thus a total of five community schools were operational in September, 1978.

In October, 1978, the District's Community School Steering Committee decided that the present evaluation should include all five schools, even though only Hillcrest and Meadow Homes were required by the federal funding.

These and other milestones are summarized in Table 1, History of Community Schools in the Mt. Diablo School District.

Table 1

History of Community Schools in the Mt. Diablo Unified School District

Date	Event
1972	Planning by citizens, representatives of Contra Costa County Health, Social Services, City of Concord Department of Leisure Services, Police Department, County Medical Services, Mayor of Concord, County Probation Department, and Human Resources Agency, for the establishment of a Community School at Cambridge Elementary School, Concord.
1974	Youth Interagency Project (YIP) originated with a nucleous of organizations working with youth in the City of Concord including the Police Department, Probation Department, Social Welfare and high school counselors, and resulted out of a need for improved communication and cooperation. A total of seventeen public and private agencies participated after the first year; plans were made for a crisis center at Concord High School.
January, 1976	The City of Concord Community Development Department proposes and gets approval for the use of federal Community Development revenues to fund a trailer facility to house Cambridge Community School.
March, 1976	Cambridge Steering Committee applies unsuccessfully for federal grant in Community Education and consults with Director of Community Education, California Regional Center, San Jose, regarding other sources of funding for staff and operations.
April, 1976	First meeting of Cambridge Community School Advisory Council.
May, 1976	James Slezak, Superintendent of Schools, meets with Cambridge Community School Advisory Council, indicating full support for the establishment of the Cambridge Community School Project.
August, 1976	Mt. Diablo Board of Education appoves $19,000 of Community Service tax funds to Cambridge Community School for the establishment of the first such community school within the district.
September, 1976	Mt. Diablo Community Caree Advocates establishes state funded child care facility at Crawford Village Elementary.
November, 1976	Cambridge Community School Advisory Council interviews and hires a Community School Coordinator.

November, 1976 — Coordinator begins at Cambridge Community School - the first community school project in the Mt. Diablo Unified School District is underway.

January, 1977 — City of Concord approves expenditure of federal Community Development Block Grant Funds for building a recreation center in the Cambridge neighborhood to meet expanded recreational services in the community school/leisure services teen special services programs.

A new Community Education Steering Committee of the entire Mt. Diablo Unified School District is formed and meets monthly at the instigation of community people and with the full support of the superintendent. The Northern California facilitator for the California Consortium for Community Education Development speaks and consults with the steering committee on the Mott Foundation model of community schools and strategy for implementation.

February, 1977 — Application for federal assistance is approved by Board of Education and submitted unsuccessfully to HEW by the community school steering committee for a Community School Resource and Development Center at district level for 1977-1978.

September, 1977 — Research and Development submits application to Mott Foundation.

November, 1977 — Cambridge's Community School hosts a team of evaluators facilitated by the San Jose State University Center for Community Education Development. Included in the evaluation were: A development center staff director; a community school coordinator, and a community school advisory council chairperson. On a rating of 1-5 with the highest mark a 5, the project scored 4's and 5's consistently in all areas. Included were: Community participation, agency cooperation, organization and delivery of services.

December, 1977 — School Board approves position of Community Schools Specialist for the District at request of Steering Committee. Responsibilities include coordination of community services, ongoing needs assessment for community schools, and development of additional community schools. Major accomplishment for Steering Committee in developing community schools.

School Board approves joint funding of child care center at Hillcrest School with the City of Concord. Over $20,000 is committed for the first year of operation. The first major step for a community school at Hillcrest Elementary School is taken.

January, 1978 — Contra Costa County Superintendent of Schools Office designates an administrator half-time to assist in the county-wide efforts of information dissemination and implementation. Several presentations are made during the next several months to agencies, school boards, etc. A resolution on behalf of the community school concept is passed by the Contra Costa County Board of Education.

January, 1978 — The City of Concord, with active lobbying of the Hillcrest Neighborhood Action Council, allocates Community Development Funds of approximately $250,000 in the Hillcrest Community. These funds are spent on improved day care services, street improvements, the lease with purchase options of a double-wide trailer, sidewalk improvements, and money for housing refurbishing projects.

February, 1978 — City of Concord Juvenile Bureau of the Police Department initiates a predelinquent counseling program for K-3 students at Hillcrest and Meadow Homes. A psychologist in the three community schools within the city's boundaries (including Cambridge) is now available to work with these students and their parents.

April, 1978 — Mt. Diablo Unified School District Board of Education approves the hiring through CETA money of a coordinator-trainee for the Cambridge Community School in order to release time of the Community School Coordinator for district-wide implementation and policy development. The first community school aide is hired at the Cambridge project through CETA funds.

A county-wide workshop is hosted by the Mt. Diablo District and the Contra Costa County Superintendent of Schools Office on the concept of the Community School with over 65 in attendance from agencies, schools, government organizations and community persons.

Pacheco competes unsuccessfully for Mott Foundation fellowship.

June, 1978 — A second Community School aide is hired at the Cambridge project through CETA revenues.

Proposition 13 tax initiative passes on June ballot. Community services tax override monies to assist in implementing and maintaining community school projects ends.

The Board of Education decides to cancel summer school one week after the City of Concord decides to cancel its summer playgrounds recreation programs. This leaves no children's services throughout the Mt. Diablo Unified School District for daytime program.

June - August, 1978 — Agreement worked out between the community school councils, the cities of Concord, Clayton and Pleasant Hill, Mt. Diablo District's CETA office and summer community school program planned and implemented. Summer programran for adults and children at five sites: Cambridge, Hillcrest, Meadow Homes, Clayton, and Pacheco community schools. Over 600 students served in cooperation with Concord Leisure Services.

August, 1978 — The District makes community schools a department within the Adult Education division for continued maintenance and funding.

August, 1978 — Fall programs planned at all five sites, implemented with many successes and failures but for the most part limited activities at four sites and full-time activities at the Clayton Community School site (over 400 adults and children enrolled in program) all under consumer financed guidelines through Adult Education.

September, 1978 — Final notification of a successful HEW grant is received.

October, 1978 — Cooperating with the school district, the City of Concord and other agencies, the community schools District Advisory Council submits to the district administative cabinet a suggested policy which is reworked and submitted to the Board of Education.

Administrative cabinet approves a $16,000 budget from Adult Education revenues to support the five-project operation.

November, 1978 — School administrators and city officials meet and adopt maintenance and cooperative agreements for community schools.

City task force recommends Community Development projects for all three Concord Community School sites for funding nearing $400,000 in cost, to the City Council.

December, 1978 — Board of Education accepts advisory council's policy guidelines and officially recognizes the five sites as community school sites. (See Appendix B.)

Community School Action Councils asist in hiring of new community school coordinators and together prepare consumer financed budgets for maintenance of their programs.

Hillcrest submits a proposal to expand their garden co-sponsored by the school staff and the University of California Extension Center.

Alameda County receives a Mott Foundation grant to provide technical assistance to community schools.

January, 1979 — Research and Development prepares an unsuccessful application for federal funds to expand the programs at Hillcrest and Meadow Homes and add Pacheco.

Fall, 1979 — Adult Education budgets $52,6000 for 79-80 fiscal year to support community schools. Approximately $20,000 of which will come from consumer fees.

II. Method of Evaluation

Several different methods of evaluation were used in the attempt to document the full impact of community schools in the Mt. Diablo District. A primary source of descriptive data was the Monthly Report (Appendix A), developed by the Community Schools Steering Committee. The Monthly Report recorded major activities, agency contacts, achievements, strategies, and problems of each community school.

Program effectiveness was assessed in part by separate questionnaires developed for the five groups involved in the community school program (Appendix A). The Principal Questionnaire was completed by the principal of the elementary school. The Coordinator Questionnaire reflected the thoughts of the community school coordinator. The Community Organization Questionnaire was completed by agencies which were involved in the program. The Staff Questionnaire assessed both elementary and community school staff. Finally, the Community Member Questionnaire was available for all community school residents.

Items for these five questionnaires were nominated after a thorough review of other community school evaluation instruments used throughout the nation. The document, Evaluation Today in Community Education,[1] and material supplied by the Salem, Oregon, Public Schools were especially helpful in suggesting possible topics. The drafts of the questionnaire were reviewed by community school staff, revised, and distributed.

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[1]Community Education Advisory Council, Report No. 1, U.S. Office of Education

Each community school coordinator received as many questionnaires as requested. In general, the following amounts were distributed by each program: Principal -1, Coordinator - 1, Coordinator -1, Community Organization -20, Community Members -20, and Staff -20. Each community school coordinator was responsible for distributing and collecting all questionnaires.

In addition to the above instruments, efforts were made to collect non-questionnaire information. For example, change in vandalism was compared for all community schools. Other such data were used whenever possible.

Total Program

In the fall, 1978, the role and place of community schools in the Mt. Diablo District were clarified. For the first time, Community School Guidelines were published including definitions, community school councils, program implementation, personnel, and financing. In addition, the roles of principals, advisory councils, community school coordinators, action councils, and community agencies were related in the community school organization chart. Finally, a budget for all five community schools using Adult Education, CETA, federal, and district funds was developed. All three documents were approved by the Board of Education and are contained in Appendix B.

In its monthly meetings, the Community School Steering Committee continued to advise the total program with good representation from the five programs and the involved community agencies. The Steering Committee was responsible for the development and submission of an unsuccessful continuation application for federal funding which included Pacheco in addition to Meadow Homes and Hillcrest.

The five community schools were supported to a large extent by fees for courses. It was soon apparent that there was no appropriate job description for community school workers in the district's structure of classified positions. For this two new classifications were approved in early 1979, Community School Aide I and II.

In continuing effort to become self-supporting, a fund raising workshop was held at Hillcrest community school in the Spring, 1979. Larry Gordon (Organizing Inc.) and Marie Mariejobling (Catholic charity of SF) presented ideas on grass root fund raising. A total of 7 people attended including representatives from all of the community schools.

An additional fund raising effort was to achieve incoporated, tax exempt status for all community schools. Such legal status would make the community schools eligible for funds which they cannot receive as part of the school district.

Among the more significant accomplishments was the summer, 1979, lunch program at Cambridge, Hillcrest, and Meadow Homes. This program had previously provided a free lunch to all children attending summer school activities and was essential to the existance of these summer programs. In the Spring, 1979, the previous sponsor of the lunch program declined to conduct the program again, and the status of the entire summer program at the three schools was in jeopardy. Through the combined efforts of the Mt. Diablo Adult School, the community school coordinators, the Mt. Diablo District's food service program, and Research and Development an exceptional summer lunch program was provided.

The hot lunches were prepared at the Oak Park Adult Center as part of a food service training program for handicapped students. The meals were driven to the three sites, reheated if necessary, and served by Neighborhood Youth Corps, CETA staff, and volunteers. Over 300 such meals were produced daily. Program evaluations by the Department of Agriculture were very positive.

The next sections describe the programs at individual community schools.

Cambridge Community School

As the original community school in the Mt. Diablo District, Cambridge exemplifies the program's strengths and problems. 1978-79 was a difficult year for Cambridge because of the loss of funding for the program staff. In May, 1979, the coordinator resigned leaving Cambridge without a director. (This position had been funded through CETA and was ending.) The program survived largely because of the volunteer efforts of many concerned individuals. A major achievement was the "Summer Fun" program. Through the combined resources of CETA, NYC, Adult Education, Concord Leisure Services, Concord Rotary, McDonald's, and the U.S. Department of Agriculture, 135 children were able to participate in a variety of summer activities. An average of 920 volunteer hours per week were given to this program. Coodinating agency services has always been a goal for Cambridge, and this was clearly achieved in the summer of 1979.

Other highlights included a variety of on-going activities: Seniors Program, Counseling Program, Teen Program, Boy Scouts, and the Action Council. In May, 1979, the Cambridge Community Center, Inc. became a non-profit corporation. Throughout the year, many services were provided by the Concord Leisure Services Department. In addition, several other courses meeting special needs were provided (Parenting, baby-sitting, Fitness, Cheer-Leading, and others). Because of the great need for child care, Cambridge in cooperation with Mt. Diablo Child Community Care Advocates developed a project for a Day Care Center for funding by the California Office of Child Development. Cambridge had previously developed without State funding a day care program serving 16 students daily. In addition, a preschool program was established in November to serve 12 children daily. The major problem at Cambridge remains funding for a full-time coordinator.

Clayton Community School (Mt. Diablo Elementary)

Serving the rapidly growing community of Clayton in which there are few community services, this community school was sucessful in establishing community education courses and promoting a sense of identity. An increasing number of registrations occurred for the four series of community school classes: Spring, 1979 - 293; Summer Fun, 1979 - 350; Fall, 1979 - 410; and Winter, 1980 - 520. A wide variety of courses for both children and adults were offerred including: Tole Painting, Calligraphy, Exercise, Tumbling, Guitar, Ballet, and Career Planning. In these and other efforts community school staff worked cooperatively with the Clayton Police, the Mayor, Clayton Historical Society, Pine Hollow Intermediate, Dana Hills Homeowner's, Association, and the City of Clayton. In August, 1979, the community school became incorporated and tax-exempt with several prominent local citizens as members of the Board of Directors. In March, 1980, $50 was donated from the Clayton Women's Club for the purchase of audio-visual equipment to use in a slide presentation depicting the services of the community school.

The community school has donated over $200 worth of janitorial supplies and $25 towards a compressor pump to Mt. Diablo Elementary. In addition, it shares two gym mats with the elementary school staff. The community school is also presenting Pine Hollow Intermediate with $25 towards purchase of pictures for school office. Excellent relations have developed between the community school and elementary school staff.

A major problem confronting the community school is the lack of space in which to house its many functions. Another is achieving full-time funding for the community school coordinator. At present Clayton Community School receives no state or federal funding - the programs are self-supported.

Hillcrest Community School

The Hillcrest Community School established many programs to serve the residents of this attendance area. A major service was the parenting courses provided on site. Other courses included Adult Tutoring classes, Reinforcing Academics and Exercise for Senior Citizens. Several multi-cultural events were held, including Japanese Cooking and Dancing. A communication network was established, and the Estate Homeowners Action Group was formed. Several fund raising sessions were facilitated. The attractiveness of the community was improved by the development of two community gardens. During the summer months, Camp Hillcrest serving 48 youngsters was held, and a rock concert held on-site raised $400. In the fall, a child care program serving nine children was begun. In November and December, Community School staff worked with Queen of All Saints School to distribute food to needy families. In December, Hillcrest achieved non-profit incorporated status.

Meadow Homes Community School

Serving a heterogeneous area with a large number of low income families, the Meadow Homes Community School functions to coordinate various agency services. The cooperating agencies were numerous: City of Concord, Contra Costa Children's Council, JFK University, County Health Department, Concord Leisure Services, Regional Occupational Program, Family Stress Center, to name a few. These efforts lead to the establishment of several local programs: immunization clinic, English as a second language courses, Parenting courses, counseling sessions, and recreation programs. The community school facilitated public discussion of a plan to cover a flood control channel in the Pine Creek area, a plan which was not approved because of the local opposition. In addition, a successful Summer Fun program combined the services of Community School Aides, CETA Aides, Summer Youth Employment Trainer, Summer Youth Employment Aides, and volunteers to serve almost 100 students daily.

In October, 1979, the Meadow Homes Community School found a permanent home in a trailer provided by Concord Community Development funds. The commitment of district staff and concern expressed by the local community were key in achieving support for the trailer.

Many fund raising efforts were made to support the community school. A local pizza parlor donated a portion of a night's proceeds. Several proposals to continue the program were submitted to foundations and county and state agencies. One of these for $5,000 was approved by the "Community Action" program of the Contra Costa Community Services Department. Obtaining additional funding is the major problem.

Pacheco Community School

The Pacheco Community School helped to coordinate recreation programs in an unincorporated area in which no single agency has jurisdiction. A total of three community education programs were offered: Winter, 1979 - 10 courses; Spring, 1979 - 13 courses; and Fall, 1979 - 13 courses. These classes covered a variety of topics and served school-age children, teens, and adults. The Summer Recreation Program was particularly successful. A six-week program was provided for only $12 and included arts, crafts, sports, and even field trips. In addition, a Summer Pre-School Program and "Summer Cinema Extravaganza" were offerred. These programs were made possible because of the large numbers of volunteers who assisted the small staff. Other program events during the year included an after school teen program, Christmas project Workshops, and Christmas Boutique. Efforts have begun to achieve incoporation.

Although most of the courses are supported through user fees, support for the community school co-coordinators has been limited and is the key problem for the program's continuation.

Program Effectiveness

Total Program

Ratings of the overall value of the five community schools indicate that all groups are very satisfied with the program (Table 2). On the 1-5 scale in which 1 meant "no value" and 5 meant "high value," average ratings for all groups were above 4.5. A total of 101 people completed these questionnaires.

The five principals reported that Community Schools were quite valuable. All stated that the program has improved communication between the school and the community, and that they were adequately informed. Although Community Schools add to the Principal's responsibilities, all thought it was worth the extra work. Frequency of supervision of Coordinator ranged from daily to as needed.

Table 2

Ratings of Overall Value of Community Schools

		Frequency					
Group	N	1	2	3	4	5	Average
Principal	5				1	4	4.80
Coordinator	5				2	3	4.60
Agency	22			1	1	20	4.86
Staff	43			1	13	29	4.65
Community Member	26			1	7	18	4.65

Coordinators also rated the program high although slightly lower than did the other groups. All thought that the Advisory Groups functioned effectively, that agency services were not duplicated, and that relations with regular school staff were satisfactory. All but one coordinator stated that they have identified all appropriate agency services and were using them. The coordinator's estimate of the proportion of the entire neighborhood which was involved in some way with the program ranged from 3 to 10 percent, with an average of about 5%. This suggests that there may be many others who could be served by the program. The coordinators' combined estimate of proportion of time spent in various activities was:

10% Advisory Council Meetings
15% Agency Contacts
5% District Meetings
20% Supervisory, staff and volunteers
20% Completing paperwork
5% Seeking funds
20% Talking/Helping Individual Community Members
5% Other

All Community Organizations stated that their services had been better used as a result of community schools. They further reported working effectively in many different way with community schools.

Elementary school and Community School staff both expressed satisfaction with the program. All respondents indicated that communications were improved. All elementary school staff thought the program was worth the occasional extra work, and 85% stated they were adequately informed.

How representative the results of the Community Member Questionnaire are unclear because of the relatively small member of respondents (26 for the five sites). 74% of those surveyed were members of the Advisory Councils.

Of those responding, 96% stated that the existence of Community School has resulted in more community services, and 88% felt adequately informed.

All respondents were asked to list the three main goals of Community Schools. The results were sometimes very general, such as, "to meet the needs of the community." The most commonly listed topics were: recreation, educational courses, child care, community services, and summer activities. The differences in goal preferance were evident both between programs and within programs. It may be helpful to clarify goals at each individual Community School.

All respondents were also asked to list the major needs of the program. Nearly all indicated funding for the staff as the top priority. Other concerns included improving communication, achieving space, providing more program and serving more community members.

As another indicator of program value, vandalism was compared over a two school year period. The program totals coincided closely to the District trends, indicating little program impact (Table 3), although large changes were evident at individual schools. More specific data might be helpful in isolating the effect of the program.

The next sections discuss the extent to which the two federally funded programs achieved their objectives.

Table 3

Two-Year Selected Vandalism Statistics for Community Schools

	# Jobs[a]		# Hours[b]		# Broken[c] Windows	
School	77-78	78-79	77-78	78-79	77-78	78-79
Cambridge	19	27	61	95	39	8
Hillcrest	24	44	79	274	81	83
Meadow Homes	14	14	49	69	58	34
Mt. Diablo Elem.	16	30	98	110	14	14
Pacheco	7	10	31	30	75	57
TOTALS	80	125	318	578	267	196
Change at Community Schools	+56%		+82%		-27%	
Change at All Elem. Schools	+68%		+81%		-27%	

a. Number of vandalism acts requiring assistance from Maintenance Department.

b. Number of hours required to complete these jobs.

c. Number of windows broken.

Achievement of Objectives by Hillcrest

1.0 By June, 1979, a comprehensive program to attract, publicize, and increase use of public facilities will be estabished.

This objective was clearly achieved because of the increased use of public facilities.

2.0 With cooperation of Concord Leisure Services, recreational programs will be implemented for each of the following groups: Tots, School-age, Adults, and Senior Citizens.

The Community School Coordinator reported serving all of the above groups with the exception of Senior Citizens.

3.0 Adults in the community will be offerred appropriate job skill courses by June, 1979.

Job skill courses were not provided for Adults.

4.0 The Hillcrest Community School will coordinate and publicize on-site health services in medical care and parent-child communication.

This objective was partially achieved. Several on-site workshops were held concerning parent-child communication and mental health. Other health care services such as immunization were not provided.

5.0 At least one community event will be held each month beginning October, 1978.

This objective was partially achieved. Several community events were held but less than one per month.

1.0 Through the cooperation of health agencies, coordinate, announce, and increase delivery of community health services to all age groups in the community.

This objective was achieved.

2.0 Working with County Manpower programs, CETA, and other agencies provide knowledge of and access to information relating to vocational training, consumer education, and management of personal finance.

Only minimal attention was given to this objective because of higher community interest in other areas, and the objective was not achieved.

3.0 Increase community use of existing recreational services and increase the number and variety of available recreation services.

This objective was clearly achieved.

4.0 Identify ethnic group composition of the community, provide appropriate cultural activities, and establish a comprehensive reference file on available resources for the non-English speaking.

This objective was achieved. An on site program for limited English speakers was established and multi-cultural events were held.

5.0 Publish monthly calendar of events for arts and crafts happenings in the community. Provide arts and crafts instruction at the Community School.

This objective was achieved although the community newsletter was published less than monthly.

V. Recommendations

1. Continue to strengthen the financial support for the program. Community schools are just beginning to tap foundations and private sources of funding. Now that most are tax-exempt and incorporated, additional possibilities are available. Community school coordinators may need to allocate more than 5% of their time for this purpose.

2. Clarify program goals at each site. The wide disagreement within the reported goals at some sites suggests that many residents are not clear what community schools are suppose to do. It may be helpful to achie a some agreement on goals.

3. Continue to record evaluation data. Future funding efforts will require documented needs and program achievements.

4. Consider sharing staff for programs in the downtown Concord area. Cambridge, Hillcrest and Meadow Homes, share common boundaries. Because of the funding difficulties, some staff may have to be combined.

5. Continue to clarify roles and improve coordination with the City of Concord. The large number of services provided community schools by Concord is invaluable and needs to be continued.

6. Continue and expand the successful on-site education courses through Adult Education. Such fee-sponsored classes have proven to be very successful.

APPENDIX A

EVALUATION INSTRUMENTS

MT. DIABLO UNIFIED SCHOOL DISTRICT
COMMUNITY SCHOOLS PROGRAM

INSTRUCTIONS: Send to Research and Development within three days after the end of the month. Use back if necessary.

MONTHLY REPORT

COMMUNITY SCHOOL: _____ MONTH _____

PERSON SUBMITTING REPORT: _____

MAJOR ACTIVITIES:

Date	Purpose	# People	Agencies Involved

OTHER AGENCY CONTACTS:

Agency	Date(s)	Purpose

OTHER ACHIEVEMENTS:

STRATEGIES USED:

PROBLEMS CONFRONTING YOU:

Mt. Diablo Unified School District
Community Schools Evaluation

School: _____

PRINCIPAL QUESTIONNAIRE

This evaluation is being conducted to obtain the Principals' views of his/her Community School. Please complete all questions and return to the Community Coordinator. Your assistance is appreciated.

1. Circle the overall value of the Community School:

No Value		Moderate Value		High Value
1	2	3	4	5

2. What do you believe to be the three main goals of Community Schools?

   1.

   2.

   3.

3. What are the major accomplishments of your Community School?

4. What are the major needs of your Community School?

5. Has the Community School improved communications between the school and community? Yes___ No___

   Explain:

6. How often do you meet with the Community School Coordinator?

7. Are you adequately informed of Community School activities? Yes___ No___

   Explain:

8. Is the Community School worth the extra work it sometimes adds to your regular duties? Yes___ No___

   Explain:

9. How often have you met with the Community School Advisory Group?

10. How have you supervised the Community School Coordinator?

Mt. Diablo Unified School District
Community Schools Evaluation

School: _____

COORDINATOR QUESTIONNAIRE

This evaluation is being conducted to obtain the view of the Community School Coordinator on the Community School. Please complete all questions. Your assistance is appreciated.

1. Circle the overall value of the Community School:

No Value		Moderate Value		High Value
1	2	3	4	5

2. What do you believe to be the three main goals of Community Schools?

   1.

   2.

   3.

3. What are the major accomplishments of your Community School?

4. What are the major needs of your Community School?

5. Has the local Community Advisory Council functioned effectively? Yes___ No___

   Comment:

6. Check all of the following groups that the Community School serves:

___ Seniors
___ Adult Men
___ Teenagers
___ School Age
___ Infants and Toddlers
___ Handicapped
___ Low Income Groups
___ Single Parents
___ Ethnic Groups _____
___ Other: _____

7. Have you identified the services of all appropriate agencies? Yes___ No___

Comment:

8. Are you using the services of agencies that you have identified? Yes___ No___

Comment:

9. Are agency services duplicated in your area? Yes___ No___

Comment:

10. Have your relations with the regular school staff been satisfactory?

Comment: Yes___ No___

11. What techniques have you used to communicate with the community?

12. What have you done to continue funding of the program

13. What percent of your time do you spend in the following activities?

_____ Advisory Council Meetings
_____ Agency Contacts
_____ District Meetings
_____ Supervising Staff and Volunteers
_____ Completing Paperwork
_____ Seeking Funds
_____ Talking/Helping Individual Community Members
_____ Other

14. What percent of the total community is currently involved in the Community School as participants, instructors, teachers, leaders, or in other way?

_____ %

15. What are the barriers to Community School Programs?

Mt. Diablo Unified School District
Community School Evaluation

Respondent: _____
School: _____
Agency: _____

COMMUNITY ORGANIZATION QUESTIONNAIRE

This evaluation is being conducted to obtain the views of community organizations on Community Schools. Please complete all questions and return to the Community School Coordinator for the above school. Your assistance is appreciated.

1. Circle the overall value of the Community School:

No Value		Moderate Value		High Value
1	2	3	4	5

2. What do you believe to be the three main goals of Community Schools?

   1.

   2.

   3.

3. What are the major accomplishments of the Community School?

4. What are the major needs of the Community School?

5. Have your services been better used as a result of the Community School?

   Explain: Yes___ No___

6. In which of the following ways have you worked with the Community School? Check all that apply.

Yes	No	
___	___	Providing Training of Staff
___	___	Providing Volunteers
___	___	Seeking Funds
___	___	Publicizing Events
___	___	Providing Direct Services to Community
___	___	Planning Programs
___	___	Providing Facilities
___	___	Other _____

7. Has the Community School been effective in working with your agency in the following ways?

Effective	Not Effective	
___	___	Distributing information about your agency
___	___	Helping to clarify areas of responsibility
___	___	Helping to solve mutual problems
___	___	Exploring new areas of cooperation
___	___	Expanding services to the community

8. Are there other areas in which you would like to work with the Community School? Yes___ No___

Explain:

9. How could Community Schools be improved? Explain:

R&D
11/79

Mt. Diablo Unified School District
Community School Evaluation

School: _____

_____ Elementary School Staff

_____ Community School Staff

STAFF QUESTIONNAIRE

This evaluation is being conducted to obtain staffs' views of their Community School. Please complete all questions and return to the Community School Coordinator. Your assistance is appreciated.

1. Circle the overall value of the Community School:

No Value		Moderate Value		High Value
1	2	3	4	5

2. What do you believe to be the three main goals of Community Schools?

   1.

   2.

   3.

3. What are the major accomplishments of your Community School?

4. What are the major needs of your Community School?

5. Has the Community School improved communications between the school and the community? Yes___ No___

   Explain:

Elementary School Staff Only Answer 6 and 7

6. Are you adequately informed of Community School activities? Yes___ No___

Explain:

7. Is the Community School worth the extra work it sometimes adds to your regular duties? Yes___ No___

Explain:

Community School Staff Only

8. What problems did you have in conducting Community School programs?

Mt. Diablo Unified School District
Community School Evaluation

School: _____

COMMUNITY MEMBER QUESTIONNAIRE

This evaluation is being conducted to obtain the views of community members on Community Schools. Please complete all questions and return to the Community School Coordinator. Your assistance is appreciated.

1. Circle the overall value of the Community School:

No Value		Moderate Value		High Value
1	2	3	4	5

2. What do you believe to be the three main goals of the Community School?

   1.

   2.

   3.

3. What are the major accomplishments of the Community School?

4. What are the major needs of the Community School?

5. Are you a member of the Community School Advisory Council? Yes___ No___

6. Have you attended a meeting of the Community School Advisory Group? Yes___ No___

7. Has the Community School resulted in more services to the community? Yes___ No___

8. Are you adequately informed of Community School activities? Yes___ No___

9. How could community involvement be improved?

   Explain:

APPENDIX B

COMMUNITY SCHOOL GUIDELINES, ORGANIZATION, AND BUDGET

FALL - 1978

APPENDIX B

COMMUNITY SCHOOL GUIDELINES

I. Definitions

A. Community School

In a Community School a process exists whereby a community serves its own needs by facilitating and coordinating services to set up programs by using all community facilitities and resources available for all ages in the community.

B. District Community School Advisory Council

This council, consisting of participants as listed below, in an advisory capacity, recommends overall Community School guideline procedures and practices to the Program Administrator, Adult Education, and to the Principals and Coordinators Council.

C. Principals and Coordinators Council

This council, consisting of participants as listed below, will be a staff liaison with the Program Administrator, Adult Education, to assist in facilitating staff and council decisions.

D. Action Councils

Each Community School will have its own Action Council, consisting of participants as listed below. The Action Council, in an advisory capacity with the Community School Coordinator, works to develop site programs, encourage participation in, and evaluate, in cooperation with the Agency, etc. providing the service for the individual site programs.

E. Community School Coordinator

The Community School Coordinator is an employee of the Mt. Diablo Unified School District directly responsible to the Program Administrator in charge of Adult Education. Each individual school has an action council that, as a representative community body, works with the Community School Coordinator. The Community School Coordinator is a facilitator and implementer of school/community programs.

F. Co-operating Agencies

A co-operating agency is any agency (e.g. leisure services departments from cities within the school district, service clubs, county social services) which participate in either a program-provision or advisory capacity with an individual Community School and/or the District Community School Advisory Council.

G. Community Service

Is the service rendered to the community directly by some agency, adult education, etc.

H. Out-of-District Charges

Students attending from outside our district will be assessed a higher fee than those residing within our district.

II. Community School Councils

A. District Advisory Council

Members on the District Advisory Council will consist of equal representation from each of the Community School site's Action Councils, principals and coordinators. There shall also be a representative from either the City and/or Leisure Services Department of the area participating in the program. Agencies who either do or could participate in site programs will be welcome to meet with this council to assist the council in facilitating services and communication.

B. Principals and Coordinators Council

This council will act as a staff liaison with the Program Administrator of Adult Education and consist of that Program Administrator, each Community School Site Principal and Coordinator. It will meet on a regularly-scheduled basis.

C. Action Councils

These Councils are the direct link of the public, staff, and cooperating agencies in developing the Community School program. The councils are made up of representatives of the community, cooperating agencies, and the school staff along with the Community School Coordinator.

III. Program Implementation

A. The Community School will coordinate educational, cultural, social and recreational programs through an appropriate agency or Adult Education when available.

B. When programs are established, a contract will detail how the finances will be shared between the co-operating agency or Adult Education and the Community School site as fees are collected.

C. In establishing programs the Community School Action Council will involve all relevant agency representatives in order to avoid duplication of on-going services.

D. When a community need does not have an agency or adult education program to meet the specific need, the Action Council, through the Community School Coordinator, will seek to provide for the need through other means with the approval of the Program Administrator of Adult Education.

E. All educational programs offered by the Community School will meet the guidelines already approved by the Mt. Diablo Unified School District. A Community School Action Council, however, may take to the Board of Education, through the principal and Coordinating Council, those programs which are not within those guidelines for approval prior to implmentation.

F. School Site Coordinators will have strong liaison and input from the individual school site principal and report to the Program Administrator of Adult Education.

IV. Personnel

A. Hiring of Community School staff members will be recommended to the Board of Education through Educational Services by the Program Administrator of Adult Education.

B. Community School Action Councils will have direct input on hiring of individual school site staff members.

C. Principals of site schools will have direct input on the hiring of individual school site staff members.

D. Creation of additional staff job descriptions other than the Community School Coordinator and Community School Coordinator Trainee, will be recommended to the District Advisory Council for submission to the Board of Education via the Program Administrator of Adult Education.

E. Evaluation of individual Community School staff members will be developed by the Program Administrator of Adult Education in consultation with the Community School Action Council and School Site Principal.

V. Financing

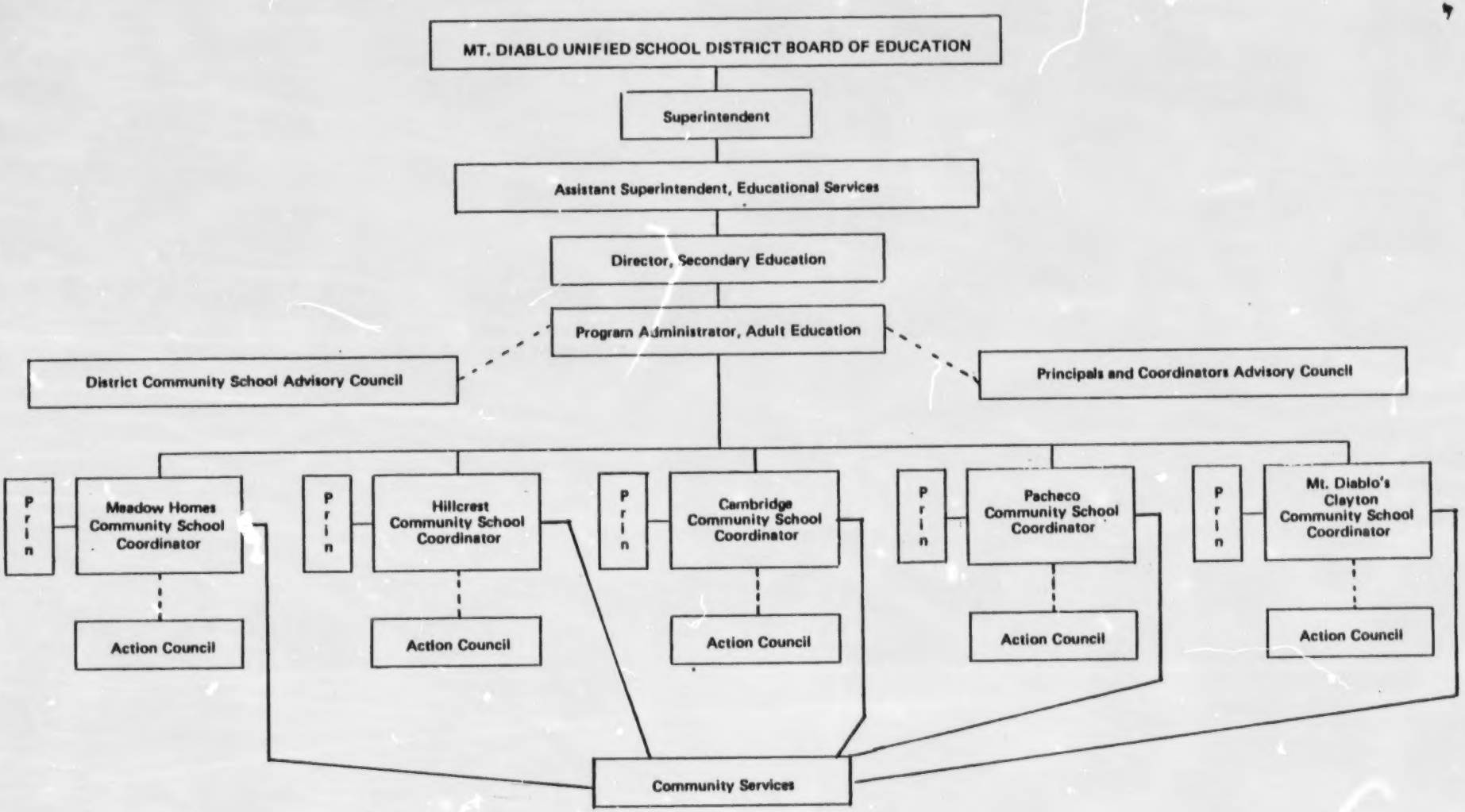
A. No out-of-district charges for programs, classes, or activities, will be made for residents within the boundaries of the Mt. Diablo Unified School District without the approval of the Program Administrator of Adult Education.

B. Each Community School will have the option, with the approval of the Program Administrator of Adult Education, to incorporate as a non-profit corporation in order to solicit donations and host fund-raising activities for aiding financial sustenance. This option is extended also to the District Community School Advisory Council with the same approval.

C. Finances generated by the site program by means other than co-operating agencies or Adult Ed will be deposited in individual site checking accounts according to district-approved guidelines and then abated to the Fiscal Services Department of the Mt. Diablo Unified School District to cover incurred or projected expenses.

D. Finances generated by the site program will be used in priorities established by the Community School Advisory and Action Councils.

E. Community School Action Councils will present an individual site program supporting budget to the District Advisory Council for inclusion in a Community School Division annual Program and Publication Budget.


MT. DIABLO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
Superintendent
Assistant Superintendent, Educational Services
Director, Secondary Education
Program Administrator, Adult Education
District Community School Advisory Council
Principals and Coordinators Advisory Council
Prin
Meadow Homes Community School Coordinator
Action Council
Prin
Hillcrest Community School Coordinator
Action Council
Prin
Cambridge Community School Coordinator
Action Council
Prin
Pacheco Community School Coordinator
Action Council
Prin
Mt. Diablo's Clayton Community School Coordinator
Action Council
Community Services